Unit 7

The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

Activty Book

GRADE 6 Core Knowledge Language Arts®

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Unit 7

The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

Activity Book

GRADE 6

Core Knowledge Language Arts®

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Unit 7

The Blessings of Liberty: Voices for Social Justice and Equal Rights in America

Activity Book

This Activity Book contains Activity Pages that accompany the lessons from the Unit 7 Teacher Guide. The Activity Pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two Activity Pages for Lesson 4, the first will be numbered 4.1, and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

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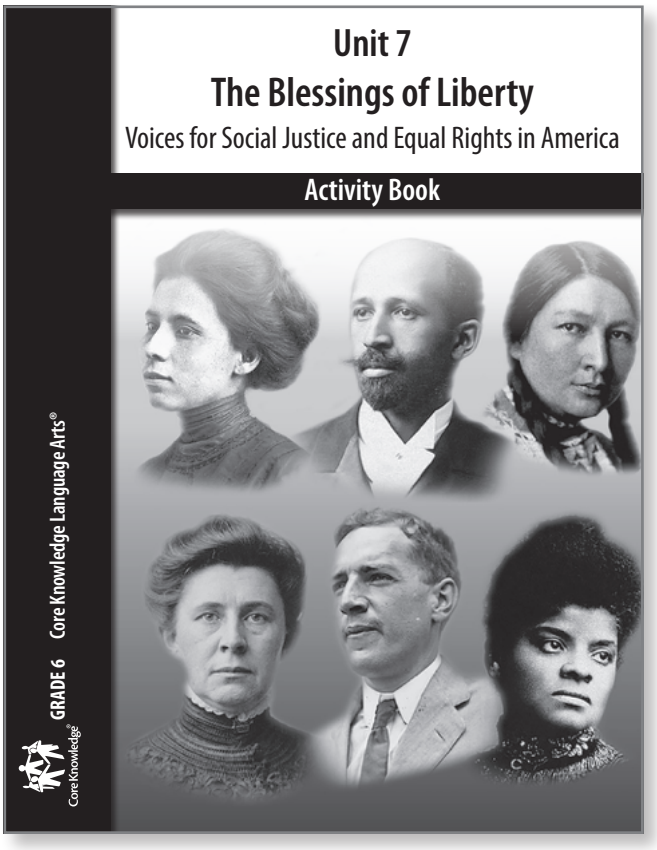
Letter to Family

Unit 7



Our class will begin a unit in language arts in which students will read selections from a Core Knowledge Reader titled *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. This Reader is a collection of articles and speeches and chapters from books written by a range of authors. What unites them is a motivation to write and speak against injustice and inequality and a desire to build a "more perfect union" in the United States that lives up to the values of its Constitution.

Through these texts, students will encounter diverse voices from history identifying, discussing, and attempting to remedy injustices such as racial discrimination and segregation, gender discrimination and the movements to address these social issues. Students will also be presented with methods that campaigners in the past and present have used to persuade audiences to support their movements. Students will be prompted to evaluate various sources of information, as well as use their understanding of these persuasive methods to write and present their own original persuasive speech on an issue of their own choosing.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. We will also consider the ways in which the United States, in the past and present, has lived up to its ideals and where it could improve. Students will examine texts such as the Thirteenth, Fourteenth, and Fifteenth Amendments and compare these legal frameworks to the lived experiences and criticisms of the writers in this unit. Above all, students will be encouraged to think

of the ways criticism, debate, and conflicting views of the United States and its values not only contribute to a robust civic culture, but act as forces for positive change in the world.

The topics of historic injustice and discrimination remain highly relevant in the modern world. Students will be encouraged to make connections between past and present struggles and see how people across time and place have tried to make their country a better, more just place in which to live.

If you have any questions or concerns, please do not hesitate to contact me.

NAME: _____

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A More Perfect Union?

In the left column, write down ways you think the United States has lived up to its goal of establishing a "more perfect union." In the right column, write ways in which the United States has fallen short of being a "more perfect union."

Ways in Which the United States Is a "More Perfect Union"	Ways in Which the United States Has Fallen Short of Being a "More Perfect Union"

Ways in Which the United States Is a "More Perfect Union"	Ways in Which the United States Has Fallen Short of Being a "More Perfect Union"

NAME: _____

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1.3 ACTIVITY PAGE

Vocabulary for "The Reconstruction Amendments"

1. **right, *n*.** a moral and legal entitlement (**rights**) (**1**)

2. **enslave, *v*.** to put under the control of another person or people without pay or freedom (**enslaved**) (**47**)

3. **separate, *adj*.** kept apart from someone or something else (**48**)

4. **humiliation, *n*.** embarrassment; shame (**48**)

5. **empowerment, *n*.** the power to act (**49**)

6. **immunity, *n*.** protection from a penalty under the law (**immunities**) (**52**)

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"Three Important Amendments to the U.S. Constitution"

You will work with a partner; your teacher will tell you and your partner which amendment you and your partner will read: Thirteenth, Fourteenth, or Fifteenth. Read its text closely, and answer the questions below. These questions will help you provide an oral summary of the amendment at the end of the lesson.

1. Which amendment were you assigned?

_____

_____

2. What type of source is the text that you read: primary or secondary?

_____

3. How does this amendment change the U.S. Constitution?

_____

_____

_____

4. Who benefits from this amendment?

_____

_____

_____

5. Who is not specifically covered by the text of this amendment?

6. How could this amendment lead to a "more perfect union"?

7. Is there more that still needs to be done to ensure that this amendment creates a "more perfect union"?

NAME: _____

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2.1 ACTIVITY PAGE

Vocabulary for "Of Our Spiritual Strivings"

1. **hesitant, *adj.*** slow to act because of fear or uncertainty (**half-hesitant**) (**79**)

2. **outrage, *n.*** an action causing great shock or anger; an offense (**outrages**) (**79**)

3. **dazzling, *adj.*** extraordinary; impressive (**80**)

4. **opportunity, *n.*** a chance or possibility to do something (**opportunities**) (**80**)

5. **consciousness, *n.*** the state of being aware, especially of oneself (**double-consciousness, self-consciousness**) (**80**)

6. **bleach, *v.*** to whiten by exposure to sun or chemicals (**81**)

7. **emancipation, *n.*** the process of freeing someone from slavery or social constraints (**81**)

NAME: _____

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2.2 ACTIVITY PAGE

Tracing and Evaluating an Argument

Answer these questions as you read to help you trace and evaluate the author's argument.

1. What is Du Bois's main argument or claim?

_____

_____

_____

_____

2. How does the author first introduce this argument?

_____

_____

_____

_____

3. What technique does the author use to develop this argument in the second paragraph?

_____

_____

_____

_____

4. In what way does this technique help the author convince the audience to believe him?

_____

_____

_____

5. What sort of evidence is not included in Du Bois's argument?

_____

_____

_____

6. How does the author develop the argument further in the final paragraphs?

_____

_____

_____

_____

7. What does this argument aim to achieve?

_____

_____

_____

_____

_____

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Greek and Latin Roots: *annus*, *omnis*, *thermos*

Read each word. A Greek or Latin root is underlined in each word. Write what the root means in the second column. In the third column, write the definition of the word. If you're not sure of the definition, you can look it up in a dictionary.

Word	Meaning of Root	Definition of the Word
thermal		
omniscient		
semiannual		
geothermal		
annuity		
omnivore		

NAME: _____

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Possible Questions to Consider

Below are some possible questions to consider. You may make one of these questions the focus of your persuasive speech, or you can use these ideas as inspiration for a topic of your choice.

- Should some groups of people receive special consideration for jobs or leadership positions?
- What should schools do to prevent bullying?
- Should parents be allowed to secretly monitor their children's social media and Internet usage?
- What is more important in terms of government—individual privacy or national security?
- Should the Pledge of Allegiance be required of all students?
- Should official forms and documents 1) appear in multiple languages; 2) have more than two gender choices; 3) allow for multiple cultural or ethnicity identifications?
- Should security guards or teachers be permitted to carry weapons on school campuses?

A question of your own:

_____

_____

_____

_____

_____

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3.1 ACTIVITY PAGE

Vocabulary for "'Let Woman Choose Her Own Vocation': Speech by Maggie Lena Walker (1912)"

1. **obstacle, *n.*** something that blocks the way or prevents progress (**obstacles**) (**89**)

2. **urge, *v.*** to persuade or encourage someone to do something (**urges**) (**89**)

3. **launch, *v.*** to start; to spring forward (**89**)

4. **confine, *v.*** to restrict or limit (**90**)

5. **resent, *v.*** to feel bitter or angry about (**resented**) (**91**)

6. **manual, *adj.*** (of work) done with the hands or physical body (**92**)

7. **occupation, *n.*** a job; a kind of work (**occupations**) (**93**)

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3.2 ACTIVITY PAGE

Gender, Culture, and Entrepreneurship

As you read the selection, answer these questions to consider the links between gender, culture, and entrepreneurship.

1. What sort of work were women expected or allowed to do?

_____

_____

_____

_____

2. What sort of pay do you think women received for this work?

_____

_____

_____

_____

3. What cultural beliefs were behind this sort of "women's work"?

_____

_____

_____

_____

4. What groups in society might support these beliefs?

5. Why might women be interested in entrepreneurship?

6. Are there any challenges to using entrepreneurship as a way to secure African American women's independence?

NAME: _____

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Vague Pronouns

For each sentence, circle the vague pronoun, and rewrite the sentence so that it is clear.

1. All spiders are arachnids, but they are not all spiders.

_____

_____

_____

2. The competition between Crystal and Vanessa was close, so she was elated to find out she won.

_____

_____

_____

3. We asked to go to the park, but they wouldn't let us.

_____

_____

_____

4. Jonah and Damarcus both knew he was in trouble.

Both Johan and Damarcus knew Jonah was in trouble.

5. After the bike accident, Janie knew it would need stitches.

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Develop a Claim or Thesis

Use these frames to help you develop a claim or thesis. Use the example provided as a model.

A claim or thesis should follow this pattern:

[State the *topic* and your *opinion*] **because** [offer *how* or *why* support].

For example: "Women should receive equal pay for equal work **because** the ability to do a job well depends on skill, not gender."

Now you try:

_____ **because**

_____

_____.

_____ **because**

_____

_____.

_____ **because**

_____

_____.

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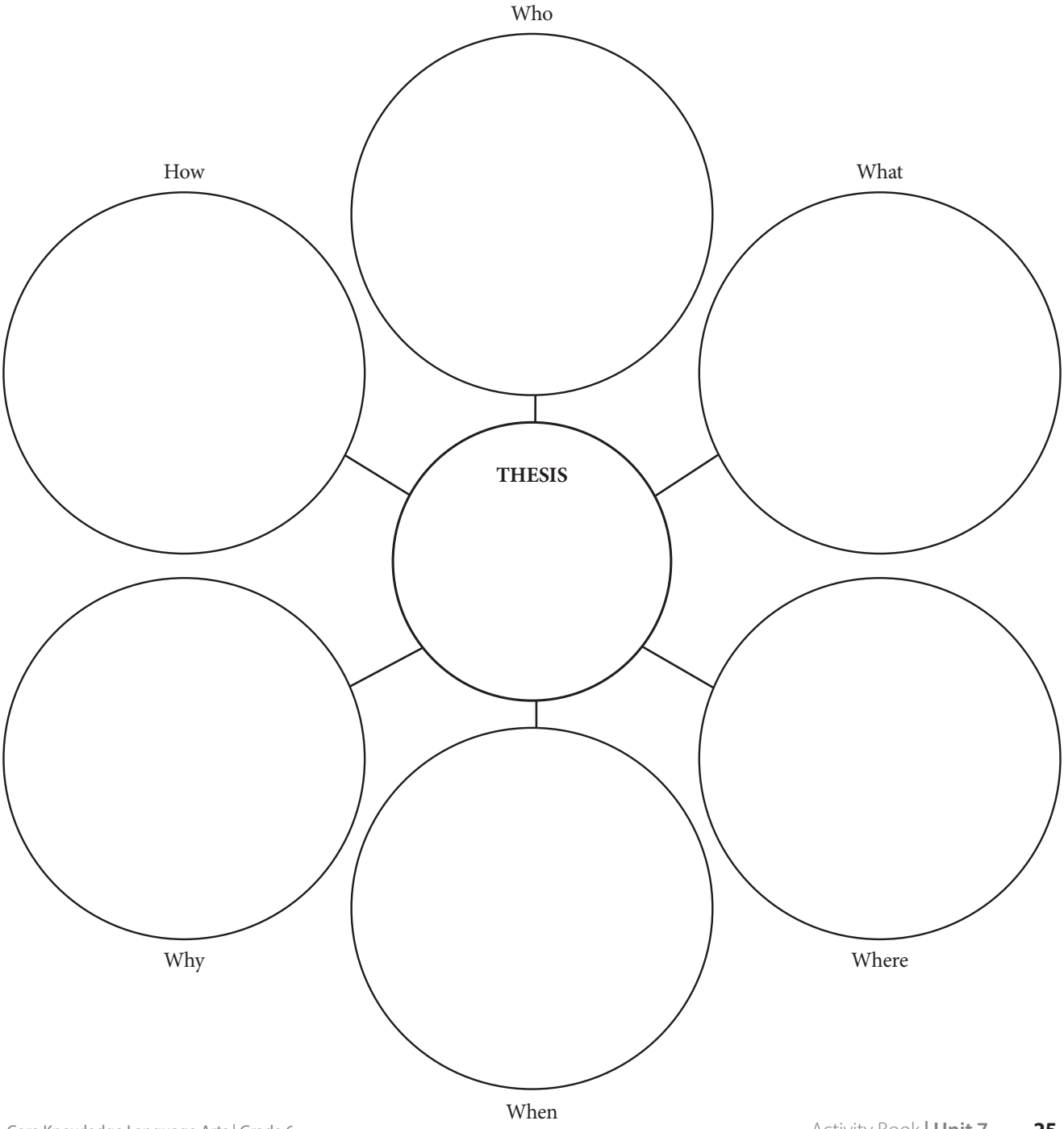
Concept Map: Background Information

You will need to provide background for your listeners by explaining the issue you are discussing. Think about what listeners need to know in order to understand your argument. Use the concept map below to map out your background information.

Write your thesis in the middle circle. In the radiating circles, provide information as prompted to support your thesis.



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Vocabulary for "Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)" and "Speech at the Eleventh National Women's Rights Convention by Frances Ellen Watkins Harper (1886)"

1. **secure, *v.*** to succeed in obtaining something (**securing**) (**116**)

2. **significance, *adj.*** importance (**117**)

3. **complexion, *n.*** the color and appearance of a person's skin, especially their face (**117**)

4. **indebted, *adj.*** owing thanks or gratitude to someone for a favor or service (**118**)

5. **compel, *v.*** to urge strongly or forcefully to do something (**compelled**) (**119**)

6. **disregard, *v.*** to ignore or pay little attention to (**disregarded**) (**117**)

NAME: _____

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4.2 ACTIVITY PAGE

Summarizing a Text

A summary of a text boils down the arguments, evidence, and reasoning into a simple statement of what the text says. To write your summary, think about how you can write brief statements and descriptions of what the text says. Answer these questions as you read to help you summarize the text.

1. Who gave this speech? When and where was the speech given?

_____

_____

2. What was the speaker's purpose in giving the speech?

_____

_____

3. What arguments or claims did the speaker make?

_____

_____

4. What supporting information or details does the speaker provide?

_____

_____

5. How does the speaker develop her argument?

_____

_____

6. What action does the speaker call for?

_____

_____

7. What other details about the speech stand out, if any?

_____

_____

Use your answers to the questions to write a summary of the speech you were assigned. Remember to include all the important points and keep your summary factual and as free from personal opinions or judgments as possible. You do not need to include minor details in your summary.

_____

_____

_____

_____

_____

_____

_____

_____

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Frequently Confused Words: *accept*/*except* and *principal*/*principle*

For each sentence, circle the correct word choice.

1. I was delighted to except / accept the prize for spelling.

2. Our politicians have to act according to their principals / principles.

3. The principal / principle behind these laws is that all people should be treated equally.

4. All of us are happy, accept / except for Siobhan.

5. The school principle / principal was proud of her students.

6. We all have to follow our own principals / principles, accept / except when it hurts others.

7. Write your own sentence using the word *except* correctly:

_____

_____

8. Write your own sentence using the word *principle* correctly:

_____

_____

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Reasoning Strategies

Use these frames to develop the reasoning strategies you will use in your persuasive speech. The prompt in italics provides you with a question your reasoning should aim to answer.

Restate your claim for your persuasive speech:

_____

_____

Why should listeners agree with your claim?

Reason #1:

The result of _____

_____ is

_____

_____

_____

_____

Reason #2:

One problem is that _____

_____,

but the problem can be solved by _____

_____

_____.

Reason #3:

In comparison/contrast to _____

_____,

_____

_____

_____

_____

NAME: _____

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5.1 ACTIVITY PAGE

Vocabulary for "Mabel Ping-Hua Lee: 'We Cannot Keep the Women Ignorant'"

1. **immigrant, *n.*** a person who moves to a new country (**immigrants**) (**133**)

2. **exclusion, *n.*** the process of keeping something or someone out of a group (**133**)

3. **naturalize, *v.*** to be admitted to a country as a citizen other than by birth **(naturalized)** (**133**)

4. **advocate, *n.*** someone who campaigns for something (**133**)

5. **establish, *v*.** to set up (**134**)

6. **clinic, *n.*** a medical center (**134**)

NAME: _____

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5.2 ACTIVITY PAGE

Vocabulary for "'The Meaning of Woman Suffrage' by Mabel Ping-Hua Lee (1914)"

1. **emperor, *n.*** the powerful ruler of an empire (**emperors**) (**135**)

2. **economic, *adj.*** relating to the creation of money (**135**)

3. **feminist, *n.*** an advocate or supporter of women's rights and equality (**feminists**) (**136**)

4. **merit, *n.*** a quality that deserves praise (**merits**) (**136**)

5. **acceptance, *n.*** the act of being admitted to a group (**136**)

6. **inferior, *adj.*** lower in rank or order (**137**)

7. **prosperity, *n.*** the condition of being successful, particularly with money (**139**)

NAME: _____

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5.3 ACTIVITY PAGE

Tracing and Evaluating an Argument

Use these questions as you read to help you identify and evaluate the argument in the text.

1. What is the main argument that Lee is making?

_____

_____

_____

_____

2. How does the author first introduce this argument?

_____

_____

_____

_____

3. What claims does the author make to develop this argument in the following paragraphs?

_____

_____

_____

_____

4. How does the author develop the argument further in the final paragraphs?

5. What does this author hope to achieve through this argument?

6. Though the author is writing about China, how might her arguments also apply to the Fifteenth Amendment?

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Spelling Words

The following is a list of spelling words. During Lesson 8, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. cooperate	7. transport
2. interrupt	8. superior
3. privilege	9. annual
4. separate	10. omnivore
5. substitute	11. thermal
6. woman	12. amendment

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
cooperate	to work together
interrupt	to pause or stop something
privilege	a special right
separate	different; individual
substitute	to swap one thing for another
woman	an adult human female
transport	a means of moving around
superior	better than something else
annual	every year
omnivore	a person or animal who eats all kinds of food
thermal	related to heat
amendment	a change to a text

NAME: _____

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6.2 ACTIVITY PAGE

Finding Supporting Evidence

Use these frames as you search for supporting evidence. Write the supporting evidence and your source/citation on the lines provided.

Reason #1 (paragraph 3): Why should listeners agree with your claim?

The result of _____ is

_____

_____

Supporting evidence:

_____

_____

_____

_____

Source:

_____

_____

Reason #2 (paragraph 4) Why should listeners agree with your claim?

One problem is that _____,

but the problem can be solved by _____

_____

_____

Supporting evidence:

_____

_____

_____

_____

Source:

_____

_____

Reason #3 (paragraph 5) Why should listeners agree with your claim?

In comparison/contrast to _____,

_____

_____

Supporting evidence:

_____

_____

_____

_____

Source:

_____

_____

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Transitioning Between Reasoning and Evidence

Read the example below to see how the author transitions between reasoning and evidence. Then, use the example to write your own example of a transition you can use in your persuasive speech.

One problem is that women experience more career interruptions than men due to "parental, family, or medical leave" (Pew), resulting, in part, in a gender pay gap where women typically earn 85 percent of what men earn (Pew). This problem could be addressed if employers would recognize caregiving as work experience.

Now, you try…

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Hook and Concluding Statement

Use the frames to write hooks for your speech, and then use the frames to write a concluding statement to sum up your speech and issue a call to action.

Hook

Ask a question related to your topic:

_____

_____

Tell a brief story related to your topic:

_____

_____

_____

_____

_____

Give a shocking statistic or fact related to your topic:

_____

_____

_____

Add your claim:

_____

_____

_____

Concluding Statement

In conclusion, [repeat claim]. [Repeat but rephrase your supporting reasons and most important evidence]. [Tell listeners what you want them to do next, a "call to action."]

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Practice Correcting Vague Pronouns and Frequently Confused Words

This paragraph includes several vague pronouns and frequently confused words. Read and identify the errors, and then write out the paragraph again with all the errors corrected.

Sofia and Kim, along with their class, filed into the auditorium. They were happy to find seats together. The principle, Mrs. Dunway, was giving an award to the student who best upholds the school principals. Principal Dunway called her name, accept Sofia didn't hear it. Only after Kim nudged her did Sofia go up to the stage to except it.

NAME: _____

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Persuasive Speech Rubric

	Exemplary	Strong	Developing	Beginning
Addressing the Question	A social issue related to injustice or inequality is clearly identified.	A social issue related to injustice or inequality is identified.	A social issue related to injustice or inequality is identified but unclear.	A social issue related to injustice or inequality is not identified.
	Relationships between claims and reasons are strongly evaluated.	Relationships between claims and reasons are mostly evaluated.	Relationships between claims and reasons are evaluated but unclear.	Relationships between claims and reasons are not evaluated.
	Argument is coherent and clear throughout.	Argument is mostly coherent and clear.	Argument is sometimes coherent or clear.	Argument is neither coherent nor clear.
Style	Reasoning thoroughly and effectively connects claims and evidence.	Reasoning mostly connects claims to evidence.	Reasoning sometimes connects claims to evidence.	Reasoning is absent or does not connect claims to evidence.
	Evidence is thoughtfully deployed and properly cited.	Evidence is partially deployed and cited.	Evidence is sometimes referred to and/or cited.	Evidence and/or citations are missing.

	Exemplary	Strong	Developing	Beginning
Structure	Introduction clearly states a thesis and effectively addresses the urgency of the problem.	Introduction makes a claim and provides some explanation for why this is an issue to be addressed.	Introduction mentions a social issue and may provide some evidence for its relevance.	Introduction fails to coherently describe a social issue or its relevance.
	A strong hook provides compelling evidence or narrative.	A hook creates some interest for the listener.	An attempt at hooking the listener with evidence or story is made.	No hook or compelling evidence is present.
	A clear concluding statement summarizes the argument and provides a compelling "call to action."	A concluding statement mostly summarizes the argument and asks for some action to be taken.	A concluding statement briefly touches on the argument, but the call to action is unclear.	A concluding statement does not touch on the argument, and/or the call to action is missing.
Speaking	Speech is spoken clearly at an appropriate volume and pace.	Speech is mostly spoken clearly at an appropriate volume and pace.	Speech is not always spoken clearly at an appropriate volume and pace.	Speech is unclear or at a volume and pace that is difficult to understand.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Persuasive Speech Peer Review Checklist

Complete this checklist as you read the draft of the research essay written by a classmate.

Y = *yes* N = *no* SW = *somewhat*

Author: _____ Reviewer: _____

_____ The speech has a clear introduction that states the argument.

_____ The beginning includes a hook that grabs the listener's attention.

_____ The speech includes a response to possible counterarguments.

_____ The speech ends with a concluding statement and a call to action.

_____ A formal style is maintained throughout the speech.

_____ The speech is spoken clearly at a pace and volume that is easy to understand.

Ways in Which Your Speech Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

NAME: _____

DATE: _____

Practice Spelling Words

Write an original sentence for each word to demonstrate your knowledge of its meaning.

cooperate	substitute	transport
interrupt	woman	omnivore
privilege	superior	thermal
separate	annual	amendment

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

11. _____

_____

12. _____

_____

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Persuasive Speech Editing Checklist

Persuasive Speech Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used words and phrases to clarify relationships between claims, evidence, and reasoning. • I have used transition words and phrases correctly *(but, then, so, therefore, next, subsequently, afterwards, following).*	
Format	
• I have clearly divided my speech into paragraphs. • My speech has a clear introduction, clear body paragraphs, and a clear conclusion. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have avoided the use of vague pronouns. • I have used frequently confused words correctly *(accept/except; principal/principle).*	

Persuasive Speech Editing Checklist	After reviewing for each type of edit, place a check mark here.
Spelling	
• I have correctly spelled words throughout. • I have correctly spelled words with the roots *thermos, annus,* and *omnis.* • I have correctly spelled words with the prefixes *trans–, sub–, super–,* and *inter–* and the suffixes *–al* and *–ial.*	
Punctuation	
• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

NAME: _____

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Spelling Assessment

Write the spelling words as your teacher calls them out. Then write the sentence your teacher dictates to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

_____

_____

_____

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8.2 ACTIVITY PAGE

Speak Up, Speak Out

Use this planning sheet to help you plan how, where, when, and to whom you will be giving your persuasive speech.

I am going to use this platform to publish my speech:

_____

_____

I am going to give my speech to this audience:

_____

_____

I need to adapt my speech in the following ways:

_____

_____

_____

_____

I am going to need the following equipment and/or help to give my speech:

_____

_____

These people will need to know about my plans ahead of time:

_____

_____

This is what I will do when I give my speech:

Unit Assessment—*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

Today you will read two selections: one informational text and one speech. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

"Lynch Law in America" by Ida B. Wells

1. Our country's national crime is lynching. It is not the creature of an hour, the sudden outburst of uncontrolled fury, or the unspeakable brutality of an insane mob. It represents the cool, calculating deliberation of intelligent people who openly avow that there is an "unwritten law" that justifies them in putting human beings to death . . . without trial by jury, without opportunity to make defense, and without right of appeal. The "unwritten law" first found excuse with the rough, rugged, and determined man who left the civilized centers of eastern states to seek for quick returns in the goldfields of the far West. . . . The thief who stole a horse, the bully who "jumped" a claim, was a common enemy. If caught he was promptly tried, and if found guilty was hanged to the tree under which the court convened. . . .

2. . . . It next appeared in the South. . . . There it has flourished ever since. . . . So potent is the force of example that the lynching mania has spread throughout the North and Middle West. It is now no uncommon thing to read of lynchings north of Mason and Dixon's line. . . .

3. . . . Under the authority of a national law that gave every citizen the right to vote, the newly-made citizens chose to exercise their suffrage. But the reign of the national law was short-lived and illusionary. Hardly had the sentences dried upon the statute-books before one Southern state after another raised the cry against "Negro domination" and proclaimed there was an "unwritten law" that justified any means to resist it. . . . These advocates of the "unwritten law" boldly avowed their purpose to intimidate, suppress, and nullify the Negro's right to vote. . . . The Ku Klux Klans . . . and similar organizations proceeded to beat, exile, and kill Negroes until the purpose of their organization was accomplished and the supremacy of the "unwritten law" was effected. Thus lynchings began in the South, rapidly spreading into the various states until the national law was nullified and the reign of the "unwritten law" was supreme. . . .

4. . . . It is considered a sufficient excuse and reasonable justification to put a prisoner to death under this "unwritten law" for the frequently repeated charge that these lynching horrors are necessary to prevent crimes against women. . . . No matter that our laws presume every man innocent until he is proved guilty. . .—if a white woman declares herself insulted or assaulted, some life must pay the penalty. . . . The world looks on and says it is well.

Questions

1. PART A: What does Wells imply about lynching when she calls it an "unwritten law"?
   A. that lynching is constitutional
   B. that it is illegal
   C. that nobody can find the legal text for it
   D. that lynching is legal

   PART B: What is implied about lynching when it is referred to as a "law"?
   A. that it is based on opinion
   B. that it doesn't have to be followed
   C. that it is official government policy
   D. that it has the force of a legal judgment

2. Wells says that the "national law" on the right to vote "was short-lived and illusionary." What does she mean by this?

   Student answers should suggest that Wells means that the right to vote, enshrined in

   _____

   what it set out to do.

3. Read this extract from the text. How does Wells support and develop her argument in this passage? Include evidence from the paragraph to support your answer.

> The Ku Klux Klans . . . and similar organizations proceeded to beat, exile, and kill Negroes until the purpose of their organization was accomplished and the supremacy of the "unwritten law" was effected. Thus lynchings began in the South, rapidly spreading into the various states until the national law was nullified and the reign of the "unwritten law" was supreme. . .

4. How does Wells connect race to gender in the final part of her argument?

5. How does Wells appeal to her audience's ideas about how the American legal system should work?

   A. She argues that everyone in America is entitled to a fair trial.

   B. She shows how widely lynching has been used in America.

   C. She acknowledges how many people want to protect white women.

   D. She argues that lynching should be made into a written law.

"An Appeal to Colored Women to Vote and Do Their Duty in Politics" by Mary Church Terrell

1. All women should be interested in the political affairs of the country in which they live. So far as in them lies, all women should inform themselves, not only about conditions in their own country, but about those which obtain all over the civilized world. But the duty of studying carefully the measures proposed and the questions discussed in the National Congress, in their respective State legislatures and in their respective city or town Councils devolves upon no group of women more than upon the colored women of the United States. One does not have to possess more of her share of gray matter than rightfully belongs to her to understand why this is so. Everybody who thinks at all sees clearly why colored women should not only study the political situation in which they live and move and have their being, but should actively engage in politics wherever, whenever and however they can without actually breaking the law.

2. Colored women have a double burden to carry—the burden of race as well as that of sex. . . . White women had only one handicap to overcome. What would they not have done, if they had been obliged to surmount TWO, as we colored women have to do?

3. There is no doubt that some of the disadvantages under which colored women labor may be removed by their votes. By casting their ballots properly, by putting good men into office and keeping bad men out, colored women can do much to remove some of the disabilities under which we live. . . .

4. . . . The methods which can be successfully pursued in one State might not work well in another. . . . But there is one thing which colored women can and should do in every State. They should do everything in their power to get the right men in the primaries. There is where they should use diplomacy and tact. If they believe a certain man will deal justly by their race, they might go to him and urge him to become a candidate for governor, or senator (or any other office) for nomination in the primaries of the party to which they belong, assuring him of their support and promising to do everything in their power to secure his selection and election. Colored women must learn to play the political game as they would any other game in which they wished to become proficient and win.

5. Colored women should certainly watch carefully what the legislatures of their respective States are doing and keep posted on the bills which vitally affect us as a race. The State chairmen on legislation should keep the women of the various states well informed on the measures which are introduced in their respective Legislatures which will help or hinder our race. A letter is a powerful weapon of defense, when rightly used. Colored women should send letters to their State or National representatives, urging them to take a stand for or against measures in which they are especially interested.

6. Now that colored women possess the ballot, it will be a terrible reflection upon them, if they do not use it wisely. If colored women fail to study the political situation of their nation, their state, their city or their towns and cast their ballots for men who will try to improve the conditions under which their group lived, they will certainly be recreant to their trust and perpetrate an irreparable injustice upon their race.

Questions

6. PART A: What does the author mean by a "share of gray matter"?
   A. moral fortitude
   B. legal rights
   C. intelligence
   D. strength

   PART B: When does the author think African American women should engage in politics?
   A. whenever possible
   B. only where it is illegal
   C. only if they are smart enough
   D. if white people offer protection to do so

7. How does the author compare the rights of white women and African American women?

   S _____

   _____

   • _____

   _____

   _____

   _____

   _____

8. In what way might the use of the word "men" in the third paragraph complicate the text's message about women's power?

The author is talking about the power that voting can bring to African American women, but she refers only to their ability to replace bad "men" with good "men."

9. In your own words, describe how paragraphs four and five argue that African American women can use their interest in politics to produce political outcomes beyond simply voting.

10. Which of these options provides the best summary of this sentence: "Now that colored women possess the ballot, it will be a terrible reflection upon them, if they do not use it wisely."

A. African American women have not yet earned the right to vote.

B. African American women have to look their best when voting.

C. African American women have to live up to the responsibility of voting.

D. African American women have no good reason to vote.

Reading Comprehension Score: _____ of 10 points.

Writing Prompt: Explain the effectiveness of both passages as persuasive writing in a short answer. Include use of claims, evidence, and analysis and how well the passages develop an argument across successive paragraphs.

Writing Prompt Score: _____ of 4 points.

Grammar

Choose and circle the correct word from the options to complete each sentence.

1. I can't (accept / except) your answer.

2. They are free to visit the woods, (accept / except) they can't camp there overnight.

3. The (principle / principal) member of the board is the founder.

4. We founded this country on the (principle / principal) that all people are born equal.

5. The king (accepts / excepts) that he needs to make some changes.

6. All the students, (accept / except) for Jonas, were eligible for prizes.

7. Is there a (principle / principal) behind your argument, or are you being greedy?

For the next four items, write sentences that use the prompted word correctly.

8. principal _____

_____

9. principle Example: I live by the principle that money has to be carefully managed.

_____

10. accept _____

_____

11. except _____

_____

Rewrite each sentence below to correct the vague pronoun.

12. Jamal, Pete, and Gregorio were happy because he had scored the winning goal.

_____

_____

13. Everyone was cold because the bus was late, and it frustrated them.

_____

_____

14. I've never liked prizes, rewards, accolades, and praise, and it gives me no pleasure.

_____

_____

Grammar Score: _____ of 14 points.

Morphology

Write the letter of the correct definition next to each root.

1. omnis _____ A. all
2. thermos _____ B. year
3. annus _____ C. heat

Read each sentence. Use the sentence context and what you know about prefixes, suffixes, and Greek and Latin roots to write the meaning of the underlined word.

4. The annual school picnic takes place each May.

   Annual means _____

5. The doctor used a thermometer to check if the patient had a fever.

   Thermometer means _____

6. Apes, like humans, are omnivorous eaters.

   Omnivorous means _____

Morphology Score: _____ *of 6 points.*
Total Score for Unit Assessment: _____ *of 34 points.*

NAME: _____

DATE: _____

Unit Feedback Survey
Unit 7: *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

Please use a scale of 1–5, with 1 being "Not at All," 3 being "OK," and 5 being "Very Much." Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the selections in *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*?

1 2 3 4 5

What, if anything, did you like about the selections that you read?

_____

_____

_____

What, if anything, did you not like about the selections that you read?

_____

_____

_____

Were you able to read and understand these selections on your own, or did you have difficulty?

_____

Would you recommend these stories to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

1. Summarize the intended effects of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution.

_____

_____

_____

_____

Each of the following questions describes an element of the Thirteenth, Fourteenth, or Fifteenth Amendment. Circle the option that fits the description.

2. Has an exception for people in prison

   Thirteenth Fourteenth Fifteenth

3. Provides voting rights for African American men but not women

   Thirteenth Fourteenth Fifteenth

4. Establishes that people born in the United States are citizens

   Thirteenth Fourteenth Fifteenth

5. Prevents states from taking property without due process

   Thirteenth Fourteenth Fifteenth

6. What is it that Du Bois refers to as the "veil" or "the color line"?

_____

_____

_____

_____

7. Which of these statements correctly summarizes why Du Bois describes African Americans living as two different people?

   A. African Americans have to pretend they are not African American to survive.

   B. African Americans all wish they didn't have to live in the United States.

   C. African Americans are forced to choose between fighting white people or submitting to their rule.

   D. African Americans are aware of how they see themselves and how white people see them.

8. Which of these options are examples of "the domestic duties of home"? Pick two.

   A. childcare

   B. banking

   C. mining

   D. business ownership

   E. factory labor

   F. cleaning

9. In what ways does Maggie Lena Walker think that African American entrepreneurship can be used to liberate African American women?

_____

_____

_____

_____

10. How does Walker think Capital wants to use women's labor?

A. to produce goods in the home rather than in factories

B. to replace all men in the workplace

C. to drive down everyone's wages

D. to eliminate the institution of marriage

11. Why does Walker argue that the brain is more important than the body?

_____

_____

_____

12. Why did Mary Ann Shadd Cary mention her work in the Civil War in her speech?

_____

_____

_____

13. What specific problem did Mary Ann Shadd Cary raise in her speech?

_____

_____

_____

_____

14. Which of these options is an argument made by Frances Ellen Watkins Harper?

A. Women should be allowed to run America.

B. America is not equal until African American women can vote.

C. The Civil War was a big mistake.

D. There is no real point in voting.

15. What does Harper mean when she says she wants to speak of "wrongs" rather than "rights"?

_____

_____

_____

_____

_____

_____

_____

-Mid-Unit Assessment Score: _____ of 15 points.

NAME: _____

DATE: _____

End-of-Unit Comprehension Check—*The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

1. What is the difference between a primary and a secondary source?

_____

_____

_____

_____

2. What piece of legislation prevented Mabel Ping-Hua Lee and her family from becoming citizens?
   - A. Chinese Exclusion Act
   - B. Fourteenth Amendment
   - C. the Constitution
   - D. Voting Rights Act

3. Who or what pushed Lee to pursue education?

_____

4. In what movement did Lee became involved as a high school student? Pick two.
   - A. debt cancellation
   - B. women's suffrage
   - C. opposition to war
   - D. Chinese rights

5. What happened in China in 1911, and how did this inspire Lee?

_____

_____

_____

6. What did Lee do after her father died?

A. She devoted herself to serving her community.

B. She stayed in the academic sphere.

C. She returned to China as a revolutionary.

D. She abandoned her democratic principles.

7. What criticisms of women's rights does Lee argue against?

_____

_____

8. How does Lee define *feminism*?

_____

_____

9. In your own words, describe why Lee calls her commitment to women's rights a "purely scientific attitude."

_____

_____

_____

10. How did Lee's background and the nature of her audience encourage her to make this argument on "scientific" grounds?

_____

_____

_____

_____

_____

_____

11. Which of these options correctly summarizes Lee's argument about work and women's intellectual development?
    A. Work will harm women's intellect.
    B. Work will have no effect on women's intellect.
    C. Work will prove women don't have the same intellect as men.
    D. Work will improve women's intellect.

12. Which of these options correctly summarizes Lee's argument about work and marriage?
    A. Work will damage marriages.
    B. Work and equality will lead to happier marriages.
    C. Work will mean women don't have to marry.
    D. Work will lead women to submit to their husbands.

End-of-Unit Assessment Score: _____ of 12 points.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Grammar: Vague Pronouns

Each of the following exercises contains two sentences. One of the two sentences has a vague pronoun, and the other does not. Write the letter (A or B) of the sentence that ***does not*** *have a vague pronoun.*

1. _____

   A. Kate loved getting into trouble, and it was fun.

   B. Kate loved getting into trouble; she found trouble fun.

2. _____

   A. At the fair, the staff makes sure everyone gets a turn on the rides.

   B. At the fair, they make sure everyone gets a turn on the rides.

3. _____

   A. Oscar and Luis thought about whether he would make it as a soccer star.

   B. Oscar and Luis thought about whether Luis would make it as a soccer star.

4. _____

   A. Experts say that cars can be extremely dangerous.

   B. Experts say that they can be extremely dangerous.

5. _____

   A. I was in an accident at a busy store, and it frightened me.

   B. The accident I was in once at a busy store frightened me.

NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Grammar: Frequently Confused Words

For each exercise, write a sentence using the provided word. For the final two exercises, write a sentence that uses both provided words correctly.

1. accept _____

_____

2. principal _____

_____

3. except _____

_____

4. principle _____

_____

5. principal, principle _____

_____

6. accept, except _____

_____

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Morphology: Greek and Latin Roots

Write the correct word to complete each sentence.

exothermic	omniscient
annual	anniversary

1. The experiment produced heat in an _____ reaction.

2. Many people believe in _____ deities.

3. This year will be the couple's tenth _____.

4. The mayor's birthday party was an _____ event.

Read each sentence. Choose one of the words in parentheses to complete each sentence in a way that shows the meaning of the underlined word.

5. A thermos is a type of vessel for keeping drinks (warm / tasty) _____.

6. An annuity pays you money every (year / season) _____.

7. Something that is omnipresent could be described as (never / always) _____ there.

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols
- SR.4—Individual Code Chart
- SR.5—Permission Slip for Digital Publishing

Glossary for *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*

A

acceptance, *n.* the act of being admitted to a group

advocate, *n.* someone who campaigns for something

B

bleach, *v.* to make white by exposure to sun or chemicals

C

clinic, *n.* a medical center

compel, *v.* to urge strongly or forcefully to do something (**compelled**)

complexion, *n.* the color and appearance of a person's skin, especially their face

confine, *v.* to restrict or limit

consciousness, *n.* the state of being aware, especially of oneself (**double-consciousness, self-consciousness**)

D

dazzling, *adj.* extraordinary; impressive

disregard, *v.* to ignore or pay little attention to (**disregarded**)

E

economic, *adj.* relating to the creation of money

emancipation, *n.* the process of freeing someone from slavery or social constraints

emperor, *n.* the powerful ruler of an empire (**emperors**)

empowerment, *n.* the power to act

enslave, *v.* to put under the control of another person or people without pay or freedom (**enslaved**)

establish, *v.* to set up

exclusion, *n.* the process of keeping something or someone out of a group

F

feminist, *n.* an advocate or supporter of women's rights and equality (**feminists**)

H

hesitant, *adj.* slow to act because of fear or uncertainty (**half-hesitant**)

humiliation, *n.* embarrassment; shame

I

immigrant, *n.* a person who moves to a new country (**immigrants**)

immunity, *n.* protection from a penalty under the law (**immunities**)

indebted, *adj.* owing thanks or gratitude for a favor or service

inferior, *adj.* lower in rank or order

L

launch, *v.* to start; to spring forward

M

manual, ***adj.*** (of work) done with the hands or physical body

merit, ***n.*** a quality that deserves praise (**merits**)

N

naturalize, ***v.*** to be admitted to a country as a citizen other than by birth (**naturalized**)

O

obstacle, ***n.*** something that blocks the way or prevents progress (**obstacles**)

occupation, ***n.*** a job; a kind of work (**occupations**)

opportunity, ***n.*** a chance or possibility to do something (**opportunities**)

outrage, ***n.*** an action causing great shock or anger; an offense (**outrages**)

P

prosperity, ***n.*** the condition of being successful, particularly with money

R

resent, ***v.*** to feel bitter or angry about (**resented**)

right, ***n.*** a moral and legal entitlement (**entitlements**)

S

secure, ***v.*** to succeed in obtaining something (**securing**)

separate, ***adj.*** kept apart from something else

significance, ***adj.*** importance

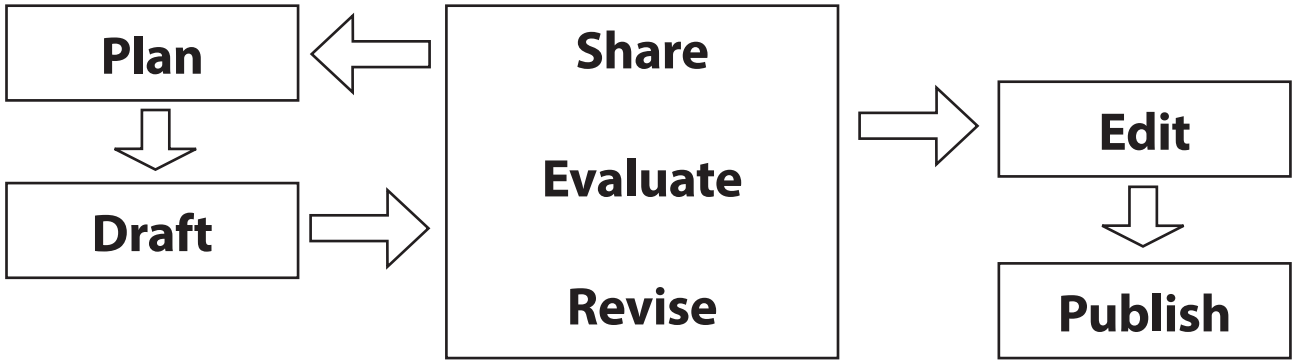
U

urge, ***v.*** to persuade or encourage someone to do something (**urges**)

NAME: _____

DATE: _____

The Writing Process



NAME: _____

DATE: _____

Proofreading Symbols

∧	Insert
⊙	Insert period
∧,	Insert comma
∨'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
⌒	Close up the space
b cap	Capitalize
B lc	Make lowercase (small letter)
ℯ	Delete
rwd.	Reword
←	Move according to arrow direction
ℯ∨tr	Transpose
[	Move to the left
]	Move to the right
a	Add a letter

NAME: _____

DATE: _____

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

DATE: _____

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

Permission Slip for Digital Publishing

As part of our Unit 7 writing project, students are writing and presenting persuasive speeches. Students have the option to digitally record their speeches and upload them to a digital platform to share with their peers.

- -

I [parent/guardian name] ______________________________

give permission for my child [name]______________________________

to digitally record and publish their work on the following online platform:

______________________________.

Parent/guardian signature: ______________________________

Date: ______________________________

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Unit 7

The Blessings of Liberty

Voices for Social Justice and Equal Rights in America

Activity Book

GRADE 6

Core Knowledge®

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